



Drayton Hall Elementary

3183 Ashley River Road
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	739 Students	
Principal	John E. Cobb	843-852-0678
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Excellent
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

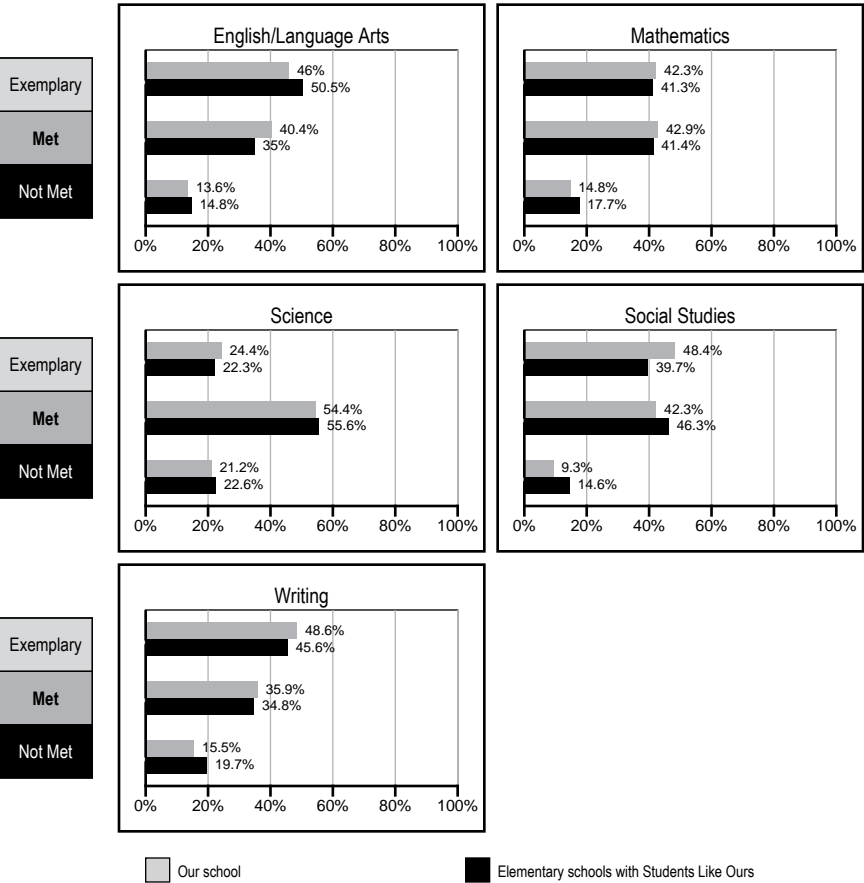
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	18	7	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=739)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.5%	1.5%	1.9%
Attendance rate	96.9%	Down from 97.4%	96.7%	96.3%
Eligible for gifted and talented	13.8%	Down from 16.9%	17.8%	10.0%
With disabilities other than speech	2.8%	Down from 4.6%	7.7%	7.7%
Older than usual for grade	0.5%	Down from 0.6%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.1%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	59.1%	Up from 55.6%	60.7%	59.4%
Continuing contract teachers	79.5%	Up from 73.3%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 86.7%	86.4%	85.9%
Teacher attendance rate	95.9%	Down from 97.3%	95.3%	95.1%
Average teacher salary*	\$47,996	Up 8.2%	\$47,927	\$47,149
Professional development days/teacher	8.3 days	Down from 11.0 days	10.2 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.4 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.3%	Down from 94.3%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,812	Up 4.0%	\$6,632	\$7,458
Percent of expenditures for instruction**	72.2%	Down from 73.9%	70.6%	68.8%
Percent of expenditures for teacher salaries**	69.2%	Up from 65.5%	66.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Drayton Hall Elementary School has evolved into a diverse population of 735 students in the Charleston County School District. Our highly qualified staff includes six National Board Certified Teachers and more than 62% of our staff has earned advanced degrees. All staff members are committed to excellence through the reinforcement of a rigorous curriculum and high expectations for all students.

The school uses up-to-date, state-of-the-art technology with at least four computers and a large display monitor in each classroom. Our students and community have access to two computer labs with SmartBoards and select classrooms with various smart technology manipulatives. The staff has been extensively trained in the implementation of technology in the curriculum. We have many faculty members who are technology instructors for district sponsored professional development classes. Enrichment opportunities are provided through co-planning, co-teaching and itinerant teachers to meet the individual needs of all of our students. In addition, students benefit from data-driven instructional planning through the use of Measures of Academic Progress tests (MAP). Our school-wide focus on writing is taught through the implementation of Four Squares Writing organization strategies and Six Traits Writing philosophy.

At Drayton Hall Elementary, 100% of staff are members and actively participate in PTA. Our PTA is very involved in school planning by supporting staff development, providing resources to purchase technology equipment and rewarding students for their participation in the Reflections Program. Our PTA president is also a member of our School Improvement Council.

Drayton Hall was recognized for closing the gap in student achievement and as a Red Carpet School for 2008. All staff and students participate in activities throughout the year to promote a healthy lifestyle. Our school-wide discipline model, Safety, Property, Order, Respect, and Task (SPORT), provides monthly recognition of good citizenship and creates a safe learning environment. Drayton Hall offers the opportunity to participate in clubs such as: Roarin' Recyclers Team, Drayton Hall Elementary Jumpers, Wee Deliver, Reading Buddies, and our news program, WDHE. Some of our community service activities include The Bobcat Prowl, March of Dimes, Relay for Life, Red Ribbon Week and Get Out and Get Active. Drayton Hall also offers before and after school care in the Kaleidoscope Program.

A rigorous curriculum, collegiality, leadership, and clear goals with assessment define our success. At Drayton Hall Elementary School, "Students Come First."

By: John Cobb, Principal

Mary Draper, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	81	48
Percent satisfied with learning environment	100.0%	91.4%	91.5%
Percent satisfied with social and physical environment	100.0%	87.3%	93.8%
Percent satisfied with school-home relations	100.0%	86.4%	97.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	336	100	13.6	40.4	46	92.9	84.9	82.8	Yes	Yes
Gender										
Male	185	100	16.9	39.3	43.8	91	81.8	79.3	N/A	N/A
Female	151	100	9.6	41.8	48.6	95.2	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	228	100	7.2	41.9	50.9	96.8	95.8	89.5	Yes	Yes
African American	87	100	32.9	36.6	30.5	80.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	17	100	41.2	41.2	17.6	76.5	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	96	100	25.6	43.3	31.1	85.6	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	336	100	14.8	42.9	42.3	91	81	78.9	Yes	Yes
Gender										
Male	185	100	17.4	38.8	43.8	88.8	79.3	77	N/A	N/A
Female	151	100	11.6	47.9	40.4	93.8	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	228	100	9.9	41.4	48.6	94.1	94.6	87.2	Yes	Yes
African American	87	100	30.5	46.3	23.2	80.5	67.9	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	17	100	47.1	23.5	29.4	70.6	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	96	100	24.4	56.7	18.9	85.6	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	224	99.6	21.2	54.4	24.4	78.8	68.9	67.5
Gender								
Male	121	100	25	49.1	25.9	75	68.2	67
Female	103	99	16.8	60.4	22.8	83.2	69.6	68
Racial/Ethnic Group								
White	150	100	15	55.1	29.9	85	90.4	79.5
African American	63	98.4	35.6	50.8	13.6	64.4	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	36.4	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	66	98.5	32.3	51.6	16.1	67.7	50.2	55.1

Social Studies

All Students	222	99.6	9.3	42.3	48.4	90.7	76.8	72.3
Gender								
Male	119	100	9.5	42.2	48.3	90.5	75.3	71.5
Female	103	99	9.1	42.4	48.5	90.9	78.4	73.2
Racial/Ethnic Group								
White	150	99.3	4.1	41.1	54.8	95.9	91.5	80.7
African American	57	100	21.8	45.5	32.7	78.2	62.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	12	100	16.7	66.7	16.7	83.3	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	65	100	21	50	29	79	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	340	100	15.5	35.9	48.6	84.5	74.1	70.2	96.9	96
Gender										
Male	188	100	22.1	37	40.9	77.9	67.8	63.2	96.9	95.9
Female	152	100	7.4	34.5	58.1	92.6	80.6	77.5	96.9	96.1
Racial/Ethnic Group										
White	232	100	12.8	34.1	53.1	87.2	90.4	79.1	96.9	95.9
African American	88	100	24.1	42.2	33.7	75.9	59.2	57.6	96.9	96
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.9	97
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	98.1	95.8
Disability Status										
Disabled	18	100	55.6	22.2	22.2	44.4	29.6	26.1	97	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96.8	96.5
Socio-Economic Status										
Subsidized meals	97	100	21.7	38	40.2	78.3	59.1	58.9	96.6	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	138	100	9.8	33.1	57.1	90.2
	4	110	100	20.4	39.8	39.8	79.6
	5	88	100	10.8	53	36.1	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	138	100	17.3	34.6	48.1	82.7
	4	110	100	10.2	47.2	42.6	89.8
	5	88	100	16.9	50.6	32.5	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	69	100	28.4	34.3	37.3	71.6
	4	110	100	17.6	62	20.4	82.4
	5	45	97.8	19	66.7	14.3	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	69	100	4.5	47	48.5	95.5
	4	110	100	13	37	50	87
	5	43	97.7	7.3	48.8	43.9	92.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	139	100	12.6	28.1	59.3	87.4
	4	112	100	21.8	38.2	40	78.2
	5	89	100	11.9	45.2	42.9	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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N/R--Not Reported

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